I. COURSE DESCRIPTION

Analysis of policy issues as applied to such fields as poverty, discrimination, crime, physical and mental health on both national and state levels.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement.

Requisites: Course requisites are graduate or professional standing.

How Credit Hours are met: This class meets for one two-hour class period each week over the spring semester and carries the expectation that students will work on course learning activities (i.e., reading, writing, studying) for about four hours out of classroom each week. This syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW

This required course is part of the Social Welfare Policies and Services sequence in the Generalist Practice Curriculum.

This course covers U.S. social welfare policy. Students will be introduced to alternative perspectives on social problem analysis and the scope and limitations of social policy and the policy making process. A major focus of this course is to help students develop an understanding of the issues of poverty, its definition, demographic scope, and alternative explanations for why it is relatively high and unevenly distributed. Students will also review major economic security programs in the US, with particular emphasis on the distinction between social insurance and welfare programs. While income support policy is the focus of much of the lecture content and assigned readings, other policies are also covered, and the student is exposed to another area of social policy in more depth through an individualized project.
III. LEARNING OUTCOMES: COURSE COMPETENCY DESCRIPTIONS AND DIMENSIONS

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments, and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills, and cognitive and affective processes relevant to the competencies described in Appendix A.
## IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Wk. 1 1/22 | **Introduction to the Course**  
- Review syllabus, course goals, & class expectations  
- Introduction to US social welfare policy  
- Implications of SW professional values and Code of Ethics for policy practice | | |
| Wk. 2 1/29 | **Measuring Social Problems**  
- Overview of measuring social problems with a focus on poverty  
- Guest Speaker: Dan Meyer, Professor at UW-Madison SSW | DF:  
- Chapter 1 “Socioeconomic structure, human need, and mutual responsibility”  
- Chapter 8 “The welfare society and its clients”  
Read Executive Summary only:  
| Wk. 3 2/5 | **Frameworks for Understanding US Social Welfare Policy, Part 1**  
- How do values and beliefs shape social welfare policy?  
- How do government structures shape | DF, Skim:  
- Chapter 2 “Social values and social welfare”  
- Chapter 3 “Social values and social welfare: England from the Middle | |
<table>
<thead>
<tr>
<th>Frameworks for Understanding US Social Welfare Policy, Part 2</th>
<th>DF:</th>
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<tbody>
<tr>
<td>• Describing and analyzing social policy: Who is eligible? What is the form of the benefit? What is the level of administration? How is the program financed?</td>
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<td>• Criteria for evaluating social welfare policy</td>
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<tr>
<td>• In-class activities on advantages and disadvantages of means-tested vs. non-means-tested programs; cash versus in-kind programs; direct spending versus tax expenditure programs</td>
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<td>Chapter 7 “Examining a social welfare program within the context of social justice: structural components, alternative program characteristics, and evaluation”</td>
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<td>Chapter 11 “Nonprofit and private social welfare”</td>
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| Wk. 5 2/19 | **US Social Welfare Policies and Inequality**  
> - Inequality by race, ethnicity, gender, sexual orientation, and gender identity  
> - How do U.S. social policies contribute to inequality?  
**Background Readings:**  
*These two chapters offer historical policy reviews to properly contextualize the differential impact of policy across race, ethnicity, sexual orientation and gender identity. This may be repetitive for some and new to others. Read if this is new, skim if you have this background.*  

| Wk. 6 2/26 | **Current Trends and US Policy in a Global Context**  
> - Current trends in US social welfare policy  
> - How does US compare to other countries in terms of poverty, inequality, and social policy?  
> - Midterm review  
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<tr>
<td>3/5</td>
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<td>DF, selections from:</td>
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<td></td>
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<td>• Chapter 9 “Current welfare programs: Economic security,” pages 198-207</td>
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<td>• Chapter 10 “Social welfare programs: Sustaining the quality of life,” pages 248-262 &amp; 264-266</td>
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<td>• Chapter 15 “Toward the general welfare and social justice,” pages 353-360</td>
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<tr>
<td>Wk. 8</td>
<td>Policies and programs for those who are not yet elders, part 1: Not targeted on those with low incomes</td>
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<td>• Overview, analysis of, and current issues in: unemployment insurance, workers’ compensation, child support, and family leave policies</td>
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<td>• Differential impact of these policies on vulnerable groups</td>
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<td>Spring</td>
<td>No Class</td>
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<td>Break</td>
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<td>3/19</td>
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<tr>
<td>Wk. 9</td>
<td>Policies and programs for those who are not yet elders, part 2: Targeted on those with low incomes</td>
<td></td>
<td>Social problem and policy description paper due at 11:59pm</td>
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<td>3/26</td>
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<td>• Overview, analysis of, and current issues in: TANF, SNAP, EITC, and housing policies</td>
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<td>• Alternative policy approaches for</td>
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<td>Week</td>
<td>Policies and Programs</td>
<td>References</td>
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| Wk. 10 4/2 | Policies and programs in health and mental health  
- Overview, analysis of and current issues in Medicaid and Medicare programs  
- Differential impact of these policies on vulnerable groups  
| Wk. 11 4/9 | Policies and programs for those who are elders and those with disabilities  
- Overview, analysis of, and current issues in Social Security and Supplemental Security Income programs  
- Differential impact of these policies on vulnerable groups  
V. READING MATERIALS FOR THE COURSE

There is one required text for this course, which can be purchased online:


See Weekly Class Descriptions for the required readings for each class. With the exception of the textbook, required readings can be accessed on the course Canvas site (https://canvas.wisc.edu/courses/140011). Because the field of social policy is dynamic, and because my assessment of what each class needs depends on factors that I cannot predict in advance, the required readings may change somewhat no later than one week before the class session for which they are assigned; changes will be announced by email and on Canvas.
VI. EVALUATION: Assignments, Grading and Methods

Assignment Due Dates and Points:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
<th>Exam/Due Date</th>
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<tbody>
<tr>
<td>1. Midterm #1</td>
<td>18%</td>
<td>March 5 in class</td>
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<tr>
<td>2. Social problem/policy paper</td>
<td>20%</td>
<td>March 26 at 11:59pm</td>
</tr>
<tr>
<td>3. Midterm #2</td>
<td>22%</td>
<td>April 16 in class</td>
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<tr>
<td>4. In-class presentation</td>
<td>10%</td>
<td>April 23 &amp; April 30 in class; slides due by 9am</td>
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<tr>
<td>5. Social policy analysis paper</td>
<td>30%</td>
<td>May 7 at 1:20pm</td>
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</table>

Assignment Descriptions, Instructions and Grading Criteria:

Midterms

Two in-class midterms will be given. Missing either midterm without pre-approved permission will nearly certainly cause you to receive a zero for that assignment. (Rationale: There is a body of knowledge on this topic that I believe social workers should know, and an examination is one way to encourage you to “nail down” the knowledge base as well as a way for me to evaluate what you have mastered.)

Policy Project: Multiple assignments

Students will select a policy topic on which to complete a set of three assignments: 1) social problem/social policy description paper; 2) in-class, group presentation; 3) social policy analysis paper. Examples of topics include: child care and early education policies; policies for youth aging out of foster care; income support policies for people with severe and persistent mental illness. The process for selecting the policy topic will be described on the first day of class. (Rationale: this allows you to focus your learning in a topic area in which you are interested; the building of these assignments requires you to take your knowledge about one area into more depth; class presentations broaden the policy areas covered for all students.)

1. Social problem/social policy description paper (due March 26 at 11:59pm, 20% of grade)

In this assignment, you will describe the social problem underlying your policy topic and describe the current policies aimed at addressing this problem. Submit the assignment via the Canvas dropbox. (Rationale: this provides an opportunity to demonstrate your knowledge of a social problem and social policies in written form; it gives you early feedback on whether you’re on track for the presentation and policy analysis paper; it ensures that you start your project in a timely way).

This paper has two parts:

In Part 1, you will address the following questions to describe the social problem underlying your policy topic: (1) What is the social problem underlying the issue?; (2) How serious is it (what are the consequences of the social problem)?; (3) How many people are affected? You are expected to use recent statistics and a minimum of two sources to address these questions. If recent statistics are not available, explain why. Part 1 should be approximately 1-2 pages in length (2 pgs. max), with optional tables and figures not counting in this page constraint (if you include tables and figures, you must discuss them in the text).

In Part 2, you will address the following questions to describe current policy efforts that address the social problem: (1) What are the current policies that address the problem?; (2) How would you describe each policy in terms of the goals of the policy and the four questions for describing social policies: (a) who gets (who is eligible and who receives benefits)?; (b) what do they get (type of
benefit)?; (c) how do they get it (what is the government’s role/how is it administered)?; (d) who pays
what is the cost and how is it financed)? (3) Does/how does the policy have differential effects on
vulnerable groups (for example, whether particular groups receive a different level or quality of
benefits from the policy)? There may be multiple policies for addressing the social problem; if this is
the case, focus on 2-3 policies and explain why you selected these. You are expected to use recent,
selected statistics when available (for example, number who receive benefits, amount of benefits,
costs of the program) and a minimum of two sources; if statistics are not available, explain this. For
most topics, tables can be useful in answering this question; these are optional and if included, should
be discussed in the text. Part 2 should be 2-3 pages in length (3 pgs. max), with tables not counting in
this page constraint. Note you are NOT asked to evaluate current policy, only to describe it. This is
intended to be a very structured and straightforward exercise.

Formatting requirements: Papers must be typed, double-spaced with 1” margins, with Times New
Roman, 12 point font. Include a title page with only the title of your assignment, your name, course
name, instructor name, and date. (The title page does not count toward the page limit.) The title of
your paper should be: “Fill in your topic: social problem and describing policy efforts to address this
problem.” The maximum page limit including both parts of the assignment is 5 pages.

Citations and a reference page using APA style are required. If you include a direct quote or a
figure/table from a source, you must include the page number in your in-text citation (Author, year,
page number).

Grading Criteria:
• Following the assignment instructions (followed format, page limits, etc.; sufficient and appropriate
references; single reference style; etc.)
• Demonstrates thorough understanding of social problem (seriousness of problem, number of
people affected, use of current selected statistics)
• Demonstrates thorough understanding of current policy or policies (description includes goals,
eligibility, what clients actually receive, governmental role, and program costs; use of current
selected statistics; description and not evaluation of policies)
• Writing (clarity, logic, and good organization)

2. In-Class Group Presentation (due April 23 and April 30, 10% of grade)
   Students will give a presentation on their policy topic in groups of 3-4 students. (Rationale: this
provides an opportunity to demonstrate your knowledge in oral form; develop skills for working in a
group; gives you feedback on your presentation skills; and lets the whole class learn about a wide
range of policies).

Content of presentation: Your audience will be an interested health and human services
committee (you decide whether it is local, state, or federal). This is modeling the chance to convince
decision makers in the policy arena. Each presentation will be no more than 12 minutes long. Each
individual in the group should present.

Your presentation should begin with telling us your topic and what you plan to do, and then
answer the following 4 sets of questions (for groups of 3, answer 3 questions):
   A. What is the social problem underlying the policy issue? Does this problem differentially affect
vulnerable groups?
   B. What are the current policies in this area? Are vulnerable groups differentially affected by
these policies? How?
   C. What are some effects of current policy (i.e., advantages and disadvantages)? Do current
policies have differential effects on vulnerable groups?
   D. What is one proposal for change in this area? Would this policy change have differential
effects on vulnerable groups? How?

Include in-text citations in your presentation slides and a reference page with the sources cited using APA style. It is recommended, but not required, to use Powerpoint or some other software program to present slides or visual supporting material. Your presentation slides are due to the Canvas dropbox by 9am on the day of your presentation. This is so that I have enough time to download all presentations and have them ready for class. If you would like to provide handouts, either bring 42 copies to class or email me the document by 9am the day before your presentation, and I will bring copies to class (maximum 2 double-sided pages). Important note: If you would like to include audiovisual content in your presentation (a video or sound clip), you must let me know and send me the material a minimum of 10 days before your presentation.

Grading criteria:
- Content of presentation: how well you answered the question(s) you selected (A-D above). This includes whether you provided the purpose, the accuracy of the information you presented, the strength of your analysis, whether your evidence supported your conclusions, etc. It is better to present a smaller amount of content very clearly than a lot of content in a rushed manner.
- Delivery (presentation skills): This includes whether you made eye contact, the pace and volume of your presentation, the use of visuals, whether the presentation held our interest, etc.

3. Social Policy Analysis Paper (due May 7 at 1:20pm, 30% of grade)

You are required to write a social policy analysis paper on your policy topic in which you will consider the advantages/disadvantages of current policies and make recommendations for policy changes. (Rationale: this paper gives you the opportunity to demonstrate your ability to analyze social welfare policies; professional social workers are expected to gain the policy practice skills need to identify, define, and analyze a social problem and the social welfare policy response).

This paper has three parts:

Part 1: This part should begin with an introductory paragraph (maximum ½ page) that briefly summarizes the social problem and current policies aimed at addressing the social problem (a summary of Paper 1). Then, discuss: What are the advantages and disadvantages of the current policies aimed at addressing the social problem? Do (and how do) these policies differentially affect vulnerable groups? You should pay particular attention to how the criteria for evaluating policies (e.g., social equity) that we’ve discussed in class apply to these policies. You should use a variety of sources and demonstrate an understanding of different perspectives on these policies. Use data/statistics if available; if not available, explain. Part 1 should be approximately 3-4 pages in length (4 pgs. max), with tables and figures not counting in this page constraint.

Part 2: In the second part, you will first describe one or two proposed policies in your policy topic area. Briefly describe the proposed policies based on the 4 “big” questions (to the extent that information is available; if not available, explain). Then, compare the proposed policy (or policies) to the current policies, discussing to what extent the proposed policies address any disadvantages of the current policies and what disadvantages the proposed policies come with. You should again pay particular attention to how the criteria for evaluating policies (e.g., social equity) that we’ve discussed in class apply to these policies, as well as the trade-offs of different policy approaches. Use a variety of sources and selected data/statistics if available (if not available, explain). This second part should be 2.5-3 pages in length (3 pgs. max), with tables and figures not counting in this page constraint.

Part 3: The final part of this assignment is for you to provide your recommendations for which policy approach you believe is best for addressing the social problem. You will address the third set of question above by discussing whether and why you think we should keep the current policies—as
they are or with some changes—or adopt one of the proposed policies. Provide thoughtful and realistic recommendations and justify your stance. Your recommendations should stem logically from your analysis in Parts 1 and 2. (Do not introduce new policies or analysis in this section.) This part should be ½ - 1 page in length (1 pg. max).

Formatting requirements: Papers must be typed, double-spaced with 1" margins, with Times New Roman, 12 point font. Include a title page with only the title of your assignment (choose whatever title you would like), your name, course name, instructor name, and date. (The title page does not count toward the page limit.). The maximum page limit including Parts 1-3 of the assignment is 8 pages. Include all tables and figures in an appendix, at the end of your paper; these do not count towards the page limit.

Citations and a reference page using APA style are required. If you include a direct quote or a figure/table from a source, you must include the page number in your in-text citation (Author, year, page number).

Grading Criteria:
• Following the assignment instructions (followed format, page limits, etc.; sufficient and appropriate references; APA reference style; etc.)
• Demonstrates thorough understanding of advantages and disadvantages of current policies (how criteria for evaluating policy apply; considers different perspectives; uses a variety of sources)
• Demonstrates thorough understanding of advantages and disadvantages of proposed policy or policies as they relate to current policies (good, brief description of proposed policies; how criteria for evaluating policy apply; discusses trade-offs to different policy approaches; uses variety of sources)
• Provides thoughtful and realistic recommendations and justification for recommendations (recommendations are consistent with policy analysis)
• Writing (clarity, logic, and good organization)

Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:

A 94-100 Outstanding; surpasses expectations in all areas
AB 88-93 Surpasses expectations in many areas
B 82-87 Meets expectations in all areas
BC 76-81 Meets expectations in some areas; below in others
C 70-75 Below expectations in most areas, not acceptable graduate work
D 64-69 Below expectations in all areas
F <64 Fails to meet minimal expectations in all areas, not acceptable work

VII. COURSE POLICIES

Expectations

Students are expected to:
• Attend class each session, actively participating in the in-class exercises and discussions. If you cannot attend class, you are responsible for knowing what occurred and for getting any handouts.
• Read critically (and think about) all required assignments before coming to class. Many students find it useful to take notes.
• Complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
• Be respectful of the instructor and other class members—a diversity of views and opinions may be articulated during discussions.
• Conduct yourselves as professionals during class and during interactions with the instructor outside of class. This includes such conduct as:
  o Turning off (or silencing) cell phones (and pagers) during class.
  o Refrain from taking calls, texting, and using social media, or from using the internet for anything other than directed class work.
  o Write email correspondence to the instructor and other students in a manner that would be considered professional, respectful, and timely.
• Use laptops and other electronic devices only for taking notes. Taking handwritten notes is strongly recommended and has been associated with better learning outcomes compared to note-taking on laptops (see the 2014 article “The Pen is Mightier than the Keyboard” by Mueller and Oppenheimer: http://pss.sagepub.com/content/25/6/1159)

The instructor is expected to:
• Co-create a classroom environment that facilitates learning.
• Assure that course objectives are being met.
• Hold regular office hours.
• Be available to address student questions through emailed correspondence.
• Give reasonable guidance on preparing for the exams and assignments.
• Provide prompt feedback on evaluation materials for the course

Grading Questions and Late Assignment Policy
• Any requests for extensions on assignments must be made and approved in advance of the due date. Late assignments without prior approval will be penalized and may not be accepted.
• If there is something about an assignment that is unclear to you, it is your job to bring this to the instructor’s attention.
• Your grade on written assignments will be based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking.
• You may appeal a grade on a particular exam or assignment, but you must do so in writing, support your position with substantive arguments (addressing each of the three points above), and do so within one week of when the exam or assignment is returned.
• I expect written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free resource to all students.

Disability Accommodations
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225- 7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W. Johnson St, #2104, Madison, WI 53706. The instructor will work either directly with the student or in coordination with the McBurney Center to
identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Student Wellness**
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608-265-5600) or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:
- Multicultural Student Center https://msc.wisc.edu/
- Gender and Sexuality Campus Center https://lgbt.wisc.edu/
- Dean of Students Office https://www.students.wisc.edu/doso/

Below are resources for reporting and responding to incidences of bias and hate on campus.
- Report incidences of bias or hate online: https://students.wisc.edu/doso/services/bias-reporting-process
- UW-Madison Police Department: http://uwpd.wisc.edu
- Office of Equity and Diversity: www.oed.wisc.edu/

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

**Code of Ethics, Professional Conduct & Plagiarism**
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

While adherence to the social work code of ethics is required only of social workers and social work students, issues of academic misconduct affect all students and are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure as well as disciplinary actions. It is your responsibility to ensure that all documents and material used to inform your assignments are appropriately cited. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School policies. The Writing Center has a helpful guide to the difference between plagiarism and paraphrasing – see http://writing.wisc.edu/Handbook/QPA_paraphrase.html. The School's plagiarism policy is posted at Learn@UW.

**Writing Resources**
The Writing Center at UW-Madison, 6171 Helen C. White Hall, 600 N. Park St, (608) 263-1992, has a wealth of resources for students. The website address is: www.writing.wisc.edu. Students can expect a response on their paper within 48 hours. (Times may vary depending on the Center’s work load/time of the semester.) The website also has information about free writing workshops and instructional materials on effective writing, APA style, etc.
## Competencies and Description

<table>
<thead>
<tr>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
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<tbody>
<tr>
<td><strong>2.1.3. Advance Human Rights and Social, Economic, and Environmental Justice</strong>&lt;br&gt; Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</td>
<td>Lecture and discussion related to SW professional values, SW Code of Ethics, and implications for policy practice, (K, V) &lt;br&gt;Readings, lecture, and discussion on theories of human need, social values, social justice, and structural barriers (K, V) &lt;br&gt;Readings, lecture, in-class activities and discussion on features of and types of policies and programs for eliminating structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and with adequate protections for all groups in society. (K, V, S, C &amp; AP) &lt;br&gt;Lecture and discussion on differential impact of social policies and programs on vulnerable groups (K, V) &lt;br&gt;Assignment: Midterm #1 (K, V, S, C &amp; AP) &lt;br&gt;Assignment: Midterm #2 (K, V, S, C &amp; AP) &lt;br&gt;Assignment: Social Problem and Policy Description Paper (K, V, S, C &amp; AP) &lt;br&gt;Assignment: In-Class Presentation (K, V, S, C &amp; AP) &lt;br&gt;Assignment: Social Policy Analysis Paper (K, V, S, C &amp; AP)</td>
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<tr>
<td><strong>2.1.5. Engage in Policy Practice</strong>&lt;br&gt;Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to</td>
<td>Lecture, reading, and discussion related to the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in social welfare policy development. (K, V) &lt;br&gt;Lecture, reading, and discussion on the various influences that affect social welfare policy:&lt;br&gt;• historical, social, cultural, and economic (K, V)</td>
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<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
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| effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. | • environmental and global factors (K, V)                           | Week 6
| | • organizational factors (K, V)                                                             | Week 4                                                             |
| | Lecture, readings, and discussion on policy formulation, analysis, implementation, and evaluation. (K, V) | Weeks 3-6, 8-11                                                     |
| | Assignment: Midterm #1 (K, V, S, C & AP)                                                    | pg. 9                                                              |
| | Assignment: Midterm #2 (K, V, S, C & AP)                                                    | pg. 9                                                              |
| | Assignment: Social Problem and Policy Description Paper (K, V, S, C & AP)                  | pg. 9-10                                                           |
| | Assignment: In-Class Presentation (K, V, S, C & AP)                                        | pg. 10-11                                                          |
| | Assignment: Social Policy Analysis Paper (K, V, S, C & AP)                                 | pg. 11-12                                                          |
| **2.1.9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | Lecture, readings, and discussion on criteria for evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. (K, V) | Week 4
| Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. | Lecture and discussion on applying criteria for evaluating process and outcomes to advance practice, policy, and service delivery effectiveness. (K, V, S) | Weeks 8-11 |
| | Assignment: Midterm #1 (K, V, S, C & AP)                                                    | pg. 9                                                              |
| | Assignment: Midterm #2 (K, V, S, C & AP)                                                    | pg. 9                                                              |
| | Assignment: Social Problem and Policy Description Paper (K, V, S, C & AP)                  | pg. 9-10                                                           |
| | Assignment: In-Class Presentation (K, V, S, C & AP)                                        | pg. 10-11                                                          |
| | Assignment: Social Policy Analysis Paper (K, V, S, C & AP)                                 | pg. 11-12                                                          |